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Sight Reading in Latin for the Second Year. By Hiram H. Bice. Boston: Ginn and Company (1913). Pp. xii + 159. With Map of Gaul.

We have here a really helpful and valuable book for reading Latin at sight, a form of exercise which, in the rush of a High School curriculum, is often sadly neglected. The book seems to be an improvement, both in arrangement and in matter presented, upon anything that has previously appeared with the same design—to promote the ability to read the language rather than to half read, half memorize restricted portions of some particular author. Sight reading is the one test of mastery, and it relegates the pony to the boneyard.

The vocabulary of these exercises is wisely chosen on scientific principles, and the exercises themselves are of much interest and admirably presented with just the right helps. The sections containing suggestions for the practice of the art of reading at sight and presenting the elements of word-formation are of great value to the student.

The one question that occurs is this: Why was so much space (seventy-seven pages) devoted to selections from the Gallic War, a text already in the hands of the students and constantly used as sight material by every competent teacher? Moreover, thirty-six pages of this matter are from Books 3 and 4, portions certain to be read by the classes. One cannot but think that, in their stead, more selections from Livy and from the Civil War would have given still greater value to the work; for, with the limited text-book appropriations granted by the average Board of Education, teachers can ill afford to indulge in the luxury of duplicated material.

CENTRAL HIGH SCHOOL,
Philadelphia.

B. W. MITCHELL.

A Latin Reader. Easy Selections for Beginners. By Frank A. Gallup. New York: American Book Company (1913). Pp. 143; 12 Illustrations. 50 cents.

This book is one more attempt to sugar-coat the Latin pill. If it be postulated that the beginners for whom it is designed are the pupils of private schools, children fortunate in beginning the study of Latin at the age of from nine to eleven years, or even earlier, the book is an admirable one. Fables always hold the attention of a child, and the tales of early Rome are well selected to interest the young. Then, there is the pictorial appeal, which is often strong with the very little ones. But the average High School freshman in his early teens is an irreverent little gamin, and well does he know that naked nestlings do not run about and that Romulus and Remus were far too helpless, when turned adrift, to sit on nice smooth stones, like little Cupids, and paddle their toes in the water.

An especially good feature of the book is the section entitled Large Thoughts in Few Words, and it is unfortunate that these are so few in number. There is an inexhaustible stock of such maxims to be drawn

upon, and they can be made of interest even to pupils of more advanced grade, well able to appreciate the universality of applications of these aphorisms. Altogether the book seems to be rather juvenile, and scarcely to coördinate with subsequent requirements either in regard to material or to time.

The course of study of our American High Schools is crowded beyond reason, and the American educational attitude is a feverish haste to 'get through'. Under such conditions the book may possibly mean delay without adequate compensation in the direction of a well-stocked vocabulary and a store of constructions as capital upon which to draw in the reading of the first classic, Caesar. All the earliest material acquired by a child in beginning a new language should certainly be available for use in his first serious attempts at reading and writing that language. Otherwise this early stock of words will simply vanish from the memory. How widely the word-capital acquired from this book differs from the word-capital required to read Caesar may be seen from the fact that in the vocabulary there are, under the letter A alone, eighty-nine words not employed by Caesar.

CENTRAL HIGH SCHOOL,
Philadelphia.

B. W. MITCHELL.

THE NEW YORK LATIN CLUB

The second meeting of The New York Latin Club for 1914-1915 was held on Saturday, February 6, at the Washington Irving High School, New York City.

The attendance was the largest in the history of the Club and a very cordial and friendly spirit pervaded the social gathering in the attractive foyer of the High School prior to the luncheon.

The speaker of the day was Professor Talcott Williams, Director of the School of Journalism, Columbia University, who delivered a very eloquent and inspiring address on Latin Studies in the United States. Dr. Williams, true to his reputation as the cleverest of after-dinner speakers, for his inimitable command of English and his encyclopedic knowledge of facts, filled his listeners with new hope and enthusiasm. He proved by statistics that the study of Latin in the High Schools was steadily increasing and he urged the teachers of Latin to weigh their responsibility and opportunity, to consider whether the 400,000 young men and women studying Latin in our High Schools in the formative period of their lives were being properly taught that subject which trained both character and mind, created a reverence for learning, developed power of leadership.

At this time, he continued, when the United States is preparing for the leadership of humanity, it is particularly fortunate that the tongue of Latium and the dialect of the Roman forum is the one conspicuous study in our High Schools.

The Club was also honored by the presence of Dr. Bardwell, Superintendent of the High Schools of Brooklyn, who extended his congratulations to the

Classical teachers and his appreciation of, and hearty cooperation in, the work they are doing.

Another source of encouragement was the number of High School Principals who attended the meeting.

Dr. Tibbetts reported that the membership was now 161, and that the Greek scholarship fund, including the \$424.50 recently pledged, amounted to \$1829.60.

A motion was made to change the name of the Club to The New York Classical Club, in order that the name borne by the Club might illustrate the interest of its members in Greek. It was decided that the matter be put before the Executive Committee before final action is taken.

JANE G. CARTER, *Censor*.

THE WASHINGTON CLASSICAL CLUB

The Washington Classical Club held its first meeting for the year on December 5, at Fairmont Seminary. The annual election of officers opened the programme, and Mr. William Warner Bishop, of The Library of Congress, was chosen to succeed Mr. Ramsay, of Fairmont Seminary, who had been the faithful and efficient president of the Club for two years. The new President, Mr. Bishop, was the speaker of the afternoon. Taking as his text the Psalmist's "Yea, I have a goodly heritage", he outlined very impressively the treasures of literature, art, and science that have come down to us from Greek and Roman times.

The second meeting of the Club was held January 21, at the Friends School. Mr. S. Richard Fuller, of Boston, in an address on Julius Caesar and Pompey's Theater, made the great Roman live again before his audience, as he sketched, vividly and dramatically, the significant events of Caesar's life.

MABEL E. HAWES,
Corresponding Secretary.

AN OFFERING TO THE MANES

Among the commoner objects in small collections of Roman antiquities, yet among the more interesting, we may rank those square blocks of stone with a depression in the center, where the block is pierced by several holes. Around the edge on the upper surface runs an inscription, bearing the name of the deceased, for, lo! this is one form of a Roman gravestone. Through the holes in the center the bereaved relatives might, at the festival of the Parentalia, pour offerings of milk, or of wine, or of honey, which trickled down to where the ashes of the late departed reposed in an urn beneath the surface of the ground. If desirable a lead pipe was used as a connecting way, to make sure that the beverages should with certainty reach their destination.

Perhaps we have long since outgrown such feelings, but still the other day the following story was printed in the humorous columns of one of our papers:

Two colored women were talking about a recent funeral of a member of their race, at which funeral

there had been a profusion of floral tributes. Said the cook:

"Dat's all very well, Mandy, but when I dies I don't want no flowers on my grave. Jes' plant a good old watermelon vine; an' when she gits ripe you come dar an' don't you eat it, but jes' bus' it on de grave an' let de good old juice dribble down throu' de ground!"

Query: Is this based on actual fact, or is the comic writer using a Classical education for vocational purposes?

UNIVERSITY OF PENNSYLVANIA.

ROLAND G. KENT.

In November last, Mr. Charles S. Allen, who for over ten years had been a member of the Board of Regents of the University of Nebraska, felt himself obliged, by reason of ill-health, to resign his place on the Board. In so doing, he addressed to his Associates on the Board a letter, one paragraph of which is worth reproduction here, because it puts in a very happy way the real relation between industrial education and liberal education.

To some the industrial college appears to be the substantial basis of the university—the one department to be supported even at the expense of others. These observers forget that the industrial college achieved its success under the guidance of an old institution, that was transplanted to America in colonial days—the college of liberal arts. Separated from this institution, the industrial college has never thrived. Where the liberal arts college is vigorous, there the industrial college attains its greatest efficiency. This indisputable fact admits of but one interpretation. The life of the university is still dependent upon the ideals and traditions of the college of our fathers. To restrict activity to purely commercial and industrial ends, to make it a mere agency to create wealth, is to destroy its power for usefulness. It is the passion to accumulate the knowledge of the past, to add to it, and hand on the store to future generations, that invigorates. Upon the quantity of energy generated at the center depends the amount of overflow into the special activities of life. The power of the college of liberal arts as a dynamo is illustrated in the marvellous achievements of Germany in commerce and industry. After interest in science is aroused, the direction of it to special lines is easy. The main difficulty is that interest in the acquisition of knowledge flags. If the vigor of existing departments is maintained we need have no fears that the state will not be well served.

NINTH ANNUAL MEETING, THE CLASSICAL ASSOCIATION OF THE ATLANTIC STATES

The Ninth Annual Meeting of The Classical Association of the Atlantic States will be held on Friday and Saturday, May 7-8, at Swarthmore College. Members and friends may room at the dormitories of the College on Friday night. Charges will be most moderate: for room, 50 cents per person; for breakfast on Saturday, 25 cents; for luncheon on Saturday, 50 cents. Tickets for the dinner on Friday night, which has become so attractive a feature of the programmes, will cost one dollar—the usual price. For dinner, room, breakfast and luncheon combined the charge will be \$2.00.

In view of the accessibility of Swarthmore and the extremely low charges there, made possible by the generosity of Swarthmore College, the Executive Committee expects a large attendance at the meeting.